

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Julian Mitchell Elementary

District: Charleston

Principal: Dirk Bedford

Superintendent: Dr. Nancy J. McGinley

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Built in 1909, Julian Mitchell Elementary School is located in downtown Charleston and serves CD – 6th grade students. Mitchell Elementary is truly a neighborhood school, evidenced by the fact that no students ride a bus to school. The vast majority of our 274 students walk to and from school each day, often escorted by a parent or guardian. Of the students enrolled in 2007-2008, 99% are African-American and 89% receive free and reduced priced meals. Only 27 of our students (9.8%) have disabilities other than speech and even fewer (3, 1.0%) are eligible for the gifted and talented program and services. We have a staff of 53, including 31 teachers, ten of whom have advanced degrees. Of the 31 teachers on the faculty at Mitchell, 21 (68%) are returning teachers from last year. The principal of Mitchell was reassigned in December of 2007.

Because of the homogeneous student population at Mitchell, there are few student subgroups as measured by federal legislation requiring Adequate Yearly Progress (AYP). The student subgroups at Mitchell that are reported in AYP are all students, African-American students, and students receiving free and reduced priced meals. All students tested in 2007 were African-American and 92% (116 of 126) received free and reduced priced meals. Because the overwhelming majority of our students belong to all three subgroups, the student performance scores on the 2007 administration of PACT are essentially the same in each group. Mitchell met 10 of its 13 AYP targets, failing to meet the progress needed in math for each of the three subgroups (all students, African-American students, and students receiving free and reduced priced meals).

Mitchell has an identified need to improve its unsatisfactory absolute rating. The following test data reflect three years of PACT results in chart format:

PACT: English/Language Arts *(percentage of students)*

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	7.1	2.9	14.3	39.3	51.4	39.3	53.6	42.9	42.9	0.0	2.9	3.6
4	41.0	46.7	18.5	53.8	36.7	59.3	5.1	16.7	18.5	0.0	0.0	3.7
5	48.9	42.1	46.4	46.7	50.0	42.9	4.4	7.9	10.7	0.0	0.0	0.0
6	54.2	59.2	59.4	31.3	34.7	37.5	12.5	6.1	3.1	2.1	0.0	0.0

PACT: Mathematics *(percentage of students)*

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	3.6	2.9	28.6	53.6	48.6	46.4	32.1	25.7	17.9	10.7	22.9	7.1
4	38.5	43.3	29.6	46.2	50.0	48.1	12.8	3.3	11.1	2.6	3.3	11.1
5	31.1	47.4	46.4	60.0	47.4	50.0	6.7	5.3	0.0	2.2	0.0	3.6
6	22.9	38.3	59.4	62.5	59.2	28.1	14.6	2.0	9.4	0.0	0.0	3.1

PACT: Science *(percentage of students)*

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	26.9	29.4	35.7	50.0	47.1	57.1	23.1	14.7	7.1	0.0	8.8	0.0
4	76.3	86.2	88.9	23.7	10.3	7.4	0.0	0.0	3.7	0.0	3.4	0.0
5	81.4	79.4	85.7	14.0	17.6	14.3	4.7	2.9	0.0	0.0	0.0	0.0
6	86.4	86.4	87.5	11.4	13.6	12.5	2.3	0.0	0.0	0.0	0.0	0.0

PACT: Social Studies *(percentage of students)*

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	11.5	14.7	21.4	61.5	47.1	64.3	7.7	32.4	7.1	19.2	5.9	7.1
4	60.5	75.9	63.0	36.8	20.7	33.3	2.6	3.4	0.0	0.0	0.0	3.7
5	60.5	70.6	71.4	34.9	29.4	21.4	4.7	0.0	7.1	0.0	0.0	0.0
6	70.5	68.2	62.5	27.3	31.8	37.5	2.3	0.0	0.0	0.0	0.0	0.0

The following information represents longitudinal data used to calculate Mitchell's improvement index:

Longitudinal Analysis of PACT Scores, 2006 and 2007

Note: The following data include only those students who have both 2006 and 2007 PACT scores and were present in the same school since the 45th day.

English/Language Arts

	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Grade 4	55.6	40.7	3.7
Grade 5	63.0	22.2	14.8
Grade 6	59.4	31.3	9.4
Total	59.3	31.4	9.3

Percentage of Students Changing Performance Levels

	Below Basic	Basic	Proficient	Advanced
Grade 4	14.8	14.8	-29.6	0.0
Grade 5	3.7	0.0	-3.7	0.0
Grade 6	15.6	-9.4	-6.3	0.0
Total	11.6	1.2	-12.8	0.0

Mathematics

	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Grade 4	29.6	59.3	11.1
Grade 5	74.1	14.8	11.1
Grade 6	78.1	6.3	15.6
Total	61.6	25.6	12.8

Percentage of Students Changing Performance Levels

	Below Basic	Basic	Proficient	Advanced
Grade 4	18.5	3.7	-7.4	-14.8
Grade 5	0.0	11.1	-11.1	0.0
Grade 6	0.0	-6.3	3.1	3.1
Total	5.8	2.3	-4.7	-3.5

English /Language Arts

Percentage of Students Changing Performance Levels by Level

Grade 4	Number at Performance Level Spring 2006	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Below Basic	1	- -		100.0
Basic	12	75.0	25.0	- -
Proficient	13	38.5	61.5	- -
Advanced	1	100.0	- -	

Grade 5	Number at Performance Level Spring 2006	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Below Basic	12	75.0		25.0
Basic	11	54.5	36.4	9.1
Proficient	4	50.0	50.0	- -
Advanced	- -	- -	- -	

Grade 6	Number at Performance Level Spring 2006	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Below Basic	14	78.6		21.4
Basic	15	46.7	53.3	- -
Proficient	3	33.3	66.7	- -
Advanced	- -	- -	- -	

Grades 4 - 6	Number at Performance Level Spring 2006	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Below Basic	27	74.1		25.9
Basic	38	57.9	39.5	2.6
Proficient	20	40.0	60.0	- -
Advanced	1	100.0	- -	

Mathematics

Percentage of Students Changing Performance Levels by Level

Grade 4	Number at Performance Level Spring 2006	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Below Basic	3	100.0		0.0
Basic	12	33.3	41.7	25.0
Proficient	5	- -	100.0	- -
Advanced	7	14.3	85.7	

Grade 5	Number at Performance Level Spring 2006	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Below Basic	12	75.0		25.0
Basic	11	90.9	9.1	- -
Proficient	3	- -	100.0	- -
Advanced	1	100.0	- -	

Grade 6	Number at Performance Level Spring 2006	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Below Basic	19	89.5		10.5
Basic	11	63.6	18.2	18.2
Proficient	2	50.0	- -	50.0
Advanced	- -	- -	- -	

Grades 4 - 6	Number at Performance Level Spring 2006	Remained at the Same Performance Level	Percentage Decreased Performance Level	Percentage Increased Performance Level
Below Basic	34	85.3		14.7
Basic	34	61.8	23.5	14.7
Proficient	10	10.0	80.0	10.0
Advanced	8	25.0	75.0	

The three focus goals came out of an intensive examination of the data followed by strategic collaboration with the School Leadership Team, Instructional Team, faculty, and staff to determine where we could make the greatest impact. The process began with discussion of the data and the ERT process with the Leadership Team and then with the entire faculty at a staff meeting. Following this, the Instructional Team met to review ERT suggestions for formulating goals. Once these goals were drafted, the Instructional Team brainstormed a list of potential strategies that would help Mitchell reach these goals. The proposed goals and potential strategy list were shared and discussed at a Leadership Team meeting that included the two members of the ERT. After more detailed discussion, the team was given time to consider the strategies. Over the next week, the teacher coach, lead teacher, and/or principal met with all teachers to get their input, feedback, and ideas. The three goals were then revised and given to the Leadership Team and the ERT for further review and feedback. Following this, a final draft was given to all staff members for final input.

What came out of this intensive examination of the data and collaboration with faculty members was the identification of three target areas for our FSRP goals. With the exception of 4th grade this year, our math scores have consistently declined over the past three years across all grade levels. Anecdotally, teachers report that there has been little to no focus on math in school professional development times. Because there has been a lack of common professional development in math over the last three years, instruction in the classrooms has grown more and more isolated. Some teachers currently are using Calendar Math and some are not. Some teachers are using Fantastic Five and some are not. Some are using Marilyn Burns' five step problem solving strategies and some are not. There was general consensus that we need to be more coherent vertically among grade levels to ensure continued student progress. Our PACT scores indicate a need for increased opportunities for differentiation, hands-on math activities, and small group instruction to improve student achievement in Math. "By emphasizing underlying concepts, using physical materials to model procedures, and developing thinking patterns, teachers can help children master basic facts and algorithms and understand their usefulness and relevance to daily situations." (NCTM Standards, pages 44-45) Research supports writing as a part of math learning. Communication in math should include writing and talking. In his book *Writing to Learn* (Harper, 1993), William Zinsser states: "Writing is how we think our way into a subject and make it our own." When children write in math class, they have to revisit their thinking and reflect on their ideas. And student writing gives teachers a way to assess how their students are thinking and what they understand. For these reasons we want to provide teachers with ongoing professional development in the process of maintaining and developing student math journals.

This lack of focus and attention holds true for science instruction and professional development at Mitchell over the last three years as well. A closer look at the Science PACT scores for the past three years indicates some alarming results. Very few students scored Proficient or Advanced, while at the same time 75% - 90% of students in grades 4 – 6 scored Below Basic. An unused science lab classroom at Mitchell, students' natural curiosity about science, newly adopted science materials that include leveled readers and teacher interest level all indicate that provided the right training and support, we can make dramatic improvement in student achievement and, consequently, in our Science PACT scores in a relatively short amount of time. Our PACT scores indicate a need for increased opportunities for hands-on science activities. Staff development and implementation of instruction for teaching using FOSS kits, science journals, and other hands-on materials will increase comprehension in Science and other content areas. "Student achievement in science is advanced through hands-on curriculum and materials." Hands-On Partnership (2006)

Our ELA scores over the last three years have consistently been our highest scores, though there is much room for improvement. Reading has been the focus of much professional development over the last three years. Unfortunately this focus has not translated to the intended unilateral improvement in ELA PACT scores, though there have been some positive trends (e.g. increase in the number of students scoring Proficient in the 4th and 5th grades). Coherent implementation of a balanced literacy classroom (along with close observation and feedback) has not been evident. Teachers and staff think that focused attention on these research-based practices supported by South Carolina Reading First will continue the increases that some of our grades have shown. Scientifically based reading research (SBRR) uses rigorous, systematic, and objective procedures to obtain knowledge about reading development, reading instruction, and reading difficulties. SBRR has identified explicit and systematic instruction in five key areas as essential to effective early

reading instruction including: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Research also shows that teachers who participate in professional development that is well-designed are better prepared to help their students overcome reading barriers. Teachers learn how to apply the above five components in their instruction. The Reading First Training Curriculum in Ohio included in their teacher curriculum, understanding instructional strategies related to content, reviewing and selecting materials, setting professional learning goals, creating problem-solving activities, and developing ways to apply concepts from core reading programs and everyday practice. (Ball & Cohen , 1999; Hawley & Valli, 1999). Mitchell will continue with the professional development model in grades K-3 while implementing the five components in classrooms.

After we determined the three areas we wanted to address in our Focused School Renewal Plan Goals, we began to work backwards. Mitchell's absolute index in 2007 was 2.5. This index translated to an Unsatisfactory rating, hence the need for this plan. We decided that in May 2009, at the end of this plan, we wanted to achieve a 2.9 absolute index rating (though we know our results from 2009 PACT testing won't be available until the following fall). We looked at the three subject areas that our goals addressed, the 2007 PACT index for each subject and set subject-specific goals for 2009 PACT scores. Those indices and goals are listed below.

<u>Subject</u>	<u>2007 Rating</u>	<u>2009 Goal</u>
ELA	2.70	3.22
Math	2.63	3.06
Science	2.00	2.40

We knew that if we achieved these subject specific goals our absolute index would be approximately 2.90. To achieve each of these subject specific goals we looked at our MAP scores. We calculated what our average scores on the Winter 09 MAP test would have to be to translate to the intended goal using the average of cut scores for Fall and Spring (provided by NWEA <http://www.nwea.org/assets/research/state/South%20Carolina%20Alignment%20Report%204.18.07.pdf>). After determining what our MAP scores would need to be in Winter 09, we projected what our Fall 08 scores would be using the MAP Growth Calculator (available on their secure website). After we knew where we wanted to be (Winter 09 MAP) and where we thought we would start (Fall 08 MAP), we figured the difference (average increase needed from Fall to Winter) and set that as our goal.

The student achievement gaps will be addressed by:

- Charleston County Coherent Curriculum
- Small Group Instruction/RIT Band Instruction
- Accelerated Math
- Six Plus One Trait Writing
- PTO – Instructional Family Nights
- Individual Student Conferences
- On going staff development for teachers

School Timeline

July

Create Master Schedule

August

Before August 13

- Establish membership of School Leadership Team, Instructional Team, CORE, and School Intervention Team
- Develop yearlong meeting calendar

August 13

- School-based PD Day

Ongoing/Bi-weekly

- Faculty meetings/PD

Ongoing/Weekly

- Instructional Team meeting – review/plan PD
- Teacher Curriculum Team meetings
- Minimum of five teacher observations with feedback by principal
- Classroom observations by Instructional Team

September

Beginning – Middle of month

- MAP Testing

End of month

- APEX review with each teacher

Ongoing/Monthly

- Peer observations
- Minimum of twenty teacher observations with feedback by principal

Ongoing/Bi-weekly

- Faculty meetings/PD

Ongoing/Weekly

- Instructional Team meeting – review/plan PD
- Teacher Curriculum Team meetings
- Classroom observations by Instructional Team

October

Ongoing/Monthly

Peer observations

Minimum of twenty teacher observations with feedback by principal

Ongoing/Bi-weekly

Faculty meetings/PD

Ongoing/Weekly

Instructional Team meeting – review/plan PD

Teacher Curriculum Team meetings

Classroom observations by Instructional Team

November

Middle of Month

APEX review with each teacher

Ongoing/Monthly

Peer observations

Minimum of twenty teacher observations with feedback by principal

Ongoing/Bi-weekly

Faculty meetings/PD

Ongoing/Weekly

Instructional Team meeting – review/plan PD

Teacher Curriculum Team meetings

Classroom observations by Instructional Team

December

Beginning of month

MAP Testing

Ongoing/Monthly

Peer observation days

Minimum of ten teacher observations with feedback by principal

Ongoing/Bi-weekly

Faculty meetings/PD

Ongoing/Weekly

Instructional Team meeting – review/plan PD

Teacher Curriculum Team meetings

Classroom observations by Instructional Team

January

Beginning of the Month

APEX review with each teacher

Ongoing/Monthly

Peer observation days

Minimum of fifteen teacher observations with feedback by principal

Ongoing/Bi-weekly

Faculty meetings/PD

Ongoing/Weekly

Instructional Team meeting – review/plan PD

Teacher Curriculum Team meetings

Classroom observation by Instructional Team

February

Middle of the month

Science/Math Curriculum Night

Ongoing/Monthly

Peer observations

Minimum of twenty teacher observations with feedback by principal

Ongoing/Bi-weekly

Faculty meetings/PD

Ongoing/Weekly

Instructional Team meeting – review/plan PD

Teacher Curriculum Team meetings

Classroom observations by Instructional Team

50 Days before PACT begins

Implement PACT Push plan

March

Middle of the Month

MAP Testing

Math and Science curriculum night

Ongoing/Daily

50 Day PACT Push

Ongoing/Bi-weekly

Faculty meetings/PD

Ongoing/Weekly

Instructional Team meeting – review/plan PD

Teacher Curriculum Team meetings

Classroom observations by Instructional Team

April

Ongoing/Monthly

Peer observations

Minimum of fifteen teacher observations with feedback by principal

Ongoing/Bi-weekly

Faculty meetings/PD

Ongoing/Weekly

Instructional Team meeting – review/plan PD

Teacher Curriculum Team meetings

Classroom observations by Instructional Team

Ongoing/Daily

50 Day PACT Push

May

Ongoing/Monthly

Peer observations

Minimum of five teacher observations with feedback by principal

Ongoing/Bi-weekly

Faculty meetings/PD

Ongoing/Weekly

Instructional Team meeting – review/plan PD

Teacher Curriculum Team meetings

Classroom observations by Instructional Team

Ongoing/Daily

50 Day PACT Push

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, the MAP Reading RIT scores for 50% of students in grades 3-6 will increase at least 9 points from the Fall 08 administration of the MAP test to the Spring 09 administration of the MAP test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Implement a balanced literacy framework for English Language Arts instruction consistently in grades K-6 in accordance with the CCSD Coherent Curriculum and Charleston Achieving Excellence Plan.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Literacy Coach/Nagy Classroom Teachers	Sept 2008	1. Weekly observations of the balanced literacy framework with feedback using the South Carolina Reading First Observation Tool (Bedford, Nagy, Wickstrom, Mintz, Robinson). Observations will include a review of lesson plans and teacher schedule.
2. Use data from Dominie, MAP, PACT, and/or common assessments to plan for differentiated, flexible, small-group instruction within the literacy block.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Literacy Coach/Nagy Classroom Teachers	Sept 2008	1. Weekly observations of small groups (Bedford, Nagy, Wickstrom, Mintz, Robinson). Observations will look for evidence that specific, targeted instruction in small groups is matched to specific students' (identifiable by name) assessment data. 2. TCT meeting agendas and notes to include evidence that assessment data has been analyzed and used in small-group instruction planning (Nagy, Wickstrom, Mintz, Robinson). 3. Data Form to be used as electronic data wall and pictures (Wickstrom, Mintz, Robinson).
3. Offer "Differentiated Instruction in the Literacy Environment," through the College of Charleston. This three credit graduate course, facilitated by the Literacy Coach, will be for all K-3 teachers, special education teachers, reading interventionists. This course will focus on best practices in reading instruction, the 5 components of reading, and on strengths/weaknesses of K-3 English Language Arts instruction as identified by observations and student assessments.	Principal/Bedford Literacy Coach/Nagy K-3 Teachers	Aug. 2008	1. Course syllabus (Nagy). 2. Class agendas to reflect best practices, the five components, and strengths/weaknesses identified by observation and assessment (Nagy). 3. Weekly observations of ELA instruction (Bedford, Nagy, Wickstrom, Mintz, Robinson). Observations will look for evidence that strategies and practices taught and discussed in class are being used in classroom instruction.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
4. Integrate Science and Social Studies in English Language Arts instruction with professional development support provided in staff meetings and TCT meetings.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Literacy Coach/Nagy Classroom Teachers	Sept. 2008	1. Weekly observations of ELA instruction (Bedford, Nagy, Wickstrom, Mintz, Robinson). 2. TCT meeting agendas and notes to reflect discussion of integration of Science and Social Studies in ELA instruction (Wickstrom, Mintz, Robinson). 3. Staff meeting agendas, sign-in sheets, and notes to reflect discussion of integration of Science and Social Studies in ELA instruction (Bedford, Nagy, Wickstrom, Mintz, Robinson). 4. Literacy Room check-out book as evidence of teachers checking out non-fiction books to use in their ELA instruction (Nagy).
5. Use data from Dominie, MAP, PACT, Accelerated Reader and/or common assessments to select books for students during independent reading.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Literacy Coach/Nagy Classroom Teachers	Oct. 2008	1. TCT meeting agendas and notes to include evidence that data has been shared, discussed and used in planning for student independent reading (Wickstrom, Mintz, Robinson). 2. Weekly observations of independent reading time looking for evidence that assessment data has been used to help students select appropriately leveled books (Bedford, Nagy, Wickstrom, Mintz, Robinson). 3. Teacher conference notes taken during individual conferencing with students about independent reading (Nagy, Wickstrom, Mintz, Robinson).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009 the MAP Math RIT scores for 50% of students in grades 3-6 will increase at least 9 points from the Fall 08 administration of the MAP test to the Spring 09 administration of the MAP test.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Utilize MAP data to provide instruction in whole group instruction that targets school wide needs for improvement in math.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Sept 2008	1. Data sheet analyzing MAP Math scores by strand (Wickstrom, Mintz, Robinson). 2. TCT meeting agendas and notes to reflect discussion of school-wide assessment data and planning by math strand to include word problems (Wickstrom, Mintz, Robinson).
2. Use data from MAP, PACT, common assessments, and/or Accelerated Math.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Sept 2008	1. Weekly observations of small-group math instruction (Bedford, Wickstrom, Mintz, Robinson).
3. Plan for differentiated small-group instruction/RIT band instruction in math.	Principal Instructional Team Classroom Teachers	Sept 2008	1. TCT meeting agendas and notes to reflect discussion of classroom assessment data and planning for small-group math instruction (Wickstrom, Mintz, Robinson).
3. Incorporate writing in math instruction with professional development support provided in staff meetings and TCT meetings.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Aug. 2008	1. Staff meeting agendas, sign-in sheets, and notes to reflect discussion of writing and word problems as a part of math instruction (Bedford, Wickstrom, Mintz, Robinson). 2. TCT meeting agendas and notes to reflect discussion and sharing of notebooks (Wickstrom, Mintz, Robinson).
4. Use the 5-step problem solving process with professional development support provided in staff meetings and TCT meetings.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Oct. 2008	1. Staff meeting agendas, sign-in sheets, and notes to reflect the 5-step problem solving process (Bedford, Wickstrom, Mintz, Robinson). 2. TCT meeting agendas and notes to reflect the 5-step problem solving process (Wickstrom, Mintz, Robinson). 3. Weekly observations of math instruction to find evidence of the 5-step problem solving process (Bedford, Wickstrom, Mintz, Robinson).
5. Provide a schedule that maximizes math instructional time. (60 minutes)	Principal/Bedford Classroom Teachers	Aug. 2008	1. Classroom schedules reflecting at least 60 minutes of math instruction daily (Classroom teachers). 2. Weekly observations to verify math is being taught during scheduled time (Bedford, Wickstrom, Mintz, Robinson).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, the MAP Science Concepts RIT scores for 50% of students in grades 3-6 will increase at least 8 points from the Fall 08 administration of the MAP test to the Spring 09 administration of the MAP test.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Use science notebooks to find evidence of student learning with professional development support provided in staff meetings and TCT meetings.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Sept 2008	1. TCT meeting agendas and notes to reflect discussion and sharing of notebooks (Wickstrom, Mintz, Robinson). 2. Weekly observations w/feedback to find evidence of the use of notebooks (Bedford, Wickstrom, Mintz, Robinson).
2. Integrate Science in English Language Arts instruction.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Sept 2008	1. Weekly observations of the balanced literacy framework with feedback to include a review of lessons plans for evidence of integration and use of science leveled texts. (Bedford, Wickstrom, Mintz, Robinson).
3. Take standards-based science field trips to extend classroom learning.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Sept 2008	1. Schedule of field trips with correlation to science standards (Mintz). 2. Student notebook entries preceding and following field trips (Bedford, Wickstrom, Mintz, Robinson).
4. Train all K-6 science teachers in using the instructional materials (including FOSS kits) and the inquiry process standards to provide hands-on experiences for students.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Aug 2008	1. Weekly observations of the science instruction and lab activities to including review of lesson plans for hands-on activities (Bedford, Wickstrom, Mintz, Robinson). 2. Student notebook entries demonstrating use of hands-on materials and inquiry standards (Wickstrom, Mintz,).
5. Host a Science and Math Curriculum Night for parents and students.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Mar 2009	1. Parent surveys and sign-in sheets (Wickstrom, Mintz, Robinson). 2. Pictures of parents and students at math and science stations created by grade level teams (Wickstrom, Mintz).
6. Use data from MAP, PACT, and/or common assessments.	Principal/Bedford Instructional Team Classroom Teachers	Sept 2008	1. Weekly observations of the science instruction & experiments (Bedford, Wickstrom, Mintz, Robinson).
7. Plan for differentiated small-group instruction/RIT band instruction within science instruction/experiments.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson Classroom Teachers	Sept 2008	1. TCT meeting agendas and notes to reflect discussion of classroom assessment data and planning for small-group math instruction (Wickstrom, Mintz, Robinson).

FOCUSED SCHOOL RENEWAL PLAN
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Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the MAP Reading RIT scores for 50% of students in grades 3-6 will increase at least 9 points from the Fall 08 administration of the MAP test to the Spring 09 administration of the MAP test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Establish a functional school leadership team that focuses on reading instruction and data.	Principal/Bedford	Sept 08	1. School Leadership Team (SLT) membership list (Bedford). 2. Agendas and notes from SLT meetings (Bedford).
2. Plan and lead weekly meetings with instructional team responsible for implementing the focused school renewal plan goals. In the weekly instructional team meetings, the principal will collaborate with team members to plan Teacher Curriculum Team (TCT) meetings.	Principal/Bedford	Aug 08	1. Instruction Team membership list (Bedford). 2. Instructional Team meeting agendas and notes. The instructional team will use observation, feedback from teachers, data, and discussion to set the agendas for the following week's TCT meetings (Bedford).
3. Conduct a minimum of 20 walkthroughs per month with written feedback to teachers to ensure that the goals and strategies are being implemented.	Principal/Bedford	Aug 08	1. Copies of CCSD Observation Form used to provide feedback to teachers (Bedford). 2. Copies of South Carolina Reading First Observation Tool used to provide feedback to teachers (Bedford). 3. Summary of monthly observations recorded online in the CCSD Power User database (Bedford).
4. Lead Achieving Performance Excellence (APEX) reviews with each teacher and instructional team at least twice a semester.	Principal/Bedford	Sept 08	1. Schedule of APEX meetings (Bedford). 2. Notes from APEX meetings (Bedford).
5. Plan staff development on integrating Science and Social Studies into the English Language Arts instruction	Principal/Bedford	Sept 08	1. Professional development schedule (Bedford). 2. Agendas and notes from professional development sessions (Bedford). 3. Classroom observations looking for evidence of integration (Bedford).

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Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009 the MAP Math RIT scores for 50% of students in grades 3-6 will increase at least 9 points from the Fall 08 administration of the MAP test to the Spring 09 administration of the MAP test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Develop a master schedule that provides teachers with time blocks needed to implement strategies for small group math instruction.	Principal/Bedford	July 08	1. Master schedule (Bedford). 2. Teacher classroom schedules reflecting at least 60 minutes of math instruction daily (Classroom teachers). 3. Weekly observations to verify math is being taught during scheduled time (Bedford).
2. Create a professional development schedule to include writing in math instruction and the 5-step problem solving process.	Principal/Bedford Instructional Team/ Wickstrom, Mintz, Robinson	Aug 08	1. Professional development schedule (Bedford). 2. Agendas, sign-in sheets, and notes from professional development sessions that include discussion of writing and the 5-step problem solving process as a part of math instruction (Bedford, Wickstrom, Mintz, Robinson).
3. Provide opportunities for teachers to do peer observations of math instruction.	Principal/Bedford	Sept 08	1. Master Schedule showing peer observation blocks (Bedford). 2. Copies of completed Peer Observation Form (Classroom Teachers).
4. Provide a meeting schedule that involves all school teams.	Principal/Bedford	Sept 08	1. Meeting schedule and team membership lists (Bedford).
5. Schedule a math and science curriculum night to give parents tools to reinforce math/science learning.	Principal/Bedford	Mar 08	1. Pictures, agenda, sign-in sheet, parent surveys from math/science curriculum night (Bedford).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, the MAP Reading RIT scores for 50% of students in grades 3-6 will increase at least 9 points from the Fall 08 administration of the MAP test to the Spring 09 administration of the MAP test.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide professional development support to staff in order to implement balanced literacy model for K – 6.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O'Brien	Oct 08	Bi-monthly observations of classroom instruction followed by targeted professional development and over-the-shoulder coaching, agendas and notes from TCT meetings and observation notes.
2. Provide technical assistance for administration and interpretation of Dominie and other screening tests.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O'Brien	Aug 08	TCT meeting agendas and notes to reflect discussion of data and planning for instruction with assistance of learning specialist and/or instructional coordinator(s) (Reidenbach, O'Brien).
3. Attend at least 2 classes of graduate course in reading.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O'Brien	Oct 08	Notes from class, minutes from instructional team/TCT meetings (Reidenbach, O'Brien).
4. Provide professional development support for 6+1 Write Traits by participating in scoring student papers.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O'Brien	Oct 08	Observations of 6+1 Write Traits teaching with feedback to teachers, agendas and notes from TCT meetings (Reidenbach, O'Brien).
5. Provide professional development support for content integration of science and social studies into English Language Arts instruction.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O'Brien	Sept 08	Observations of content integration with feedback to teachers, agendas and notes from TCT meetings.

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District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009 the MAP Math RIT scores for 50% of students in grades 3-6 will increase at least 9 points from the Fall 08 administration of the MAP test to the Spring 09 administration of the MAP test.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide professional development support for math writing across the curriculum.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O’Brien	Sept 08	Individual coaching. Review a sampling of notebook writing quarterly and provide feedback to principal and teachers (Reidenbach, O’Brien).
2. Meet quarterly with Principal to discuss progress toward meeting FSRP goals.	Associate Superintendent/Nichols	Oct 08	The Associate Superintendent will have scheduled meetings with the school administration to review data, discuss timeline implementation and discuss what district supports may be necessary to meet achievement goals. Observation logs, meeting summaries, and calendars will be used for documentation (Nichols).
3. Provide quarterly benchmark assessments	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O’Brien	Oct 08	District level assessments will be provided in math. Support for developing assessments will be given throughout the year to grade levels as requested or needed (Reidenbach).
4. Provide professional development support for balance numeracy.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O’Brien	Oct 08	Agendas and notes from TCT meetings, observations, balanced numeracy framework (Reidenbach, O’Brien).
5. Conduct at least 2 scheduled visits to the school, observing classroom instruction in math providing feedback on small group instruction and the use of writing in math instruction.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O’Brien	Sept 08	At the conclusion of each visit, the Academic Support team will conduct a debriefing with school administrators as well as provide specific written feedback (summary reports and observations forms) on small group instruction and the use of writing in math instruction. Information on instructional delivery, classroom environment, and level of rigor in standards-based instruction will also be gathered during these observations and shared with administrators (Reidenbach).

FOCUSED SCHOOL RENEWAL PLAN
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District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 3: By April 1, 2009, the MAP Science Concepts RIT scores for 50% of students in grades 3-6 will increase at least 8 points from the Fall 08 administration of the MAP test to the Spring 09 administration of the MAP test.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide FOSS Kit training	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O’Brien	Sept 08	Completion of each kit will be recorded. Monitor the usage of the Foss Kits in classrooms and the science lab. Science notebooks (Reidenbach).
2. Provide support to teacher curriculum teams to develop common assessments	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O’Brien	Sept 08	Bi-monthly observations of teacher curriculum team meetings and review of common assessment products. Provide feedback to the principal (Reidenbach, O’Brien).
3. Conduct at least 2 scheduled visits to the school, observing classroom instruction in ELA and science classes providing feedback on the integration of science and ELA.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O’Brien	Sept 08	At the conclusion of each visit, the Academic Support team will conduct a debriefing with school administrators and provide specific written feedback (summary reports / observations forms) on the integration of science and ELA. Information on instructional delivery, classroom environment, and level of rigor in standards-based instruction will also be gathered and shared during these observations (Reidenbach).
4. Provide professional development support to staff to implement use of science notebooks	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O’Brien	Oct 08	Review a sampling of science notebooks quarterly and provide feedback to principal, instructional team, and science teachers (Reidenbach, Calhoun, O’Brien, Walden).
5. Provide assistance with analysis of science data and program effectiveness throughout the year as needed.	Learning Specialist/Reidenbach Instructional Coordinators/Calhoun, Walden, O’Brien	Sept 08	Schedule meetings with Teacher Curriculum Teams and the leadership teams at strategic times during the year to monitor achievement in the science goal to offer advice on program /instructional considerations as needed. This will be monitored through agendas and meeting notes (Reidenbach).

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2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

- Measures of Academic Progress (MAP) – Nationally normed test given to children in grades K-6 three times a year. The students take reading, math and language usage. The results are used to plan and form flexible leveled groups based on the RIT ranges of the child.
- Dominie Reading assessment is given to all students in grades K-3 three times a year. Reading data is collected in phonemic awareness, phonics and spelling, fluency and comprehension. The data is used to individualized instruction, plan for small groups and identify children who need intervention in the Reading First model.
- Rasch Unit (RIT) band instruction- Focused, intense short term instruction given on a child's range that he/she scored on an area of the MAP test.
- Six Plus One Trait Writing- A framework for teaching writing that includes: voice, ideas, conventions, organization, sentence fluency and presentation. The teachers also use rubrics to score children's' writing.
- FOSS kits- Hands on science kits for K-6th grades. They are standards based and there are modules for each science theme.
- Teacher Curriculum Team (TCT) meetings. Teachers come together with the instructional team once a week during their planning period to discuss data, district initiatives, concerns and planning.
- Achieving Performance Excellence (APEX). Teachers share the data from their class in a discussion led by the Instructional Team. This is done in a group setting with other teachers making the data public and allowing for focus on strengths, weaknesses, and trends.
- Accelerated Math- A software program that gives immediate feedback to the teacher and child about how they scored. You can print extra practice work just on the standard they are having difficulty with.